



**European Graduate School EGS**  
Arts, Health & Society Division

**Module IT-3** (Final Examination and Graduation) – 18 cp (9 US credits)

Workload	Self-Study	Presence Time (residency with faculty)
540 hours	360 hours	180 hours

**18 days for the following learning events:**

**Preparation and Coaching for the Examination Courses and Graduation**

Core Group

**Principles and Practices**

Critical Inquiry into a Variety of Schools and Personality Theories II

Examination Course 1: Presentation of a Professional Model; Examination Course 2: Preparation of a Lecture

**Polyaesthetics and Intermodal Expressive Arts**

Examination Course / Oral Exam

**Presentation and Oral Defense of the Master Thesis**

With Expert and Group Discussion

Oral Exam

**Illness and Healing in Anthropological Perspective II**

Colloquium

**Arts and Society**

Lecture: Current Theme in Research

**Atelier with Artist in Residence**

Workshop

**Excursion**

Focused on a Cultural Theme

Self study / requirements:

- Prepared reading for Exams, Portfolio, Projects (240 hours)
- Final Revisions and Preparations of Thesis Defense (120 hours)
- Entrance requirements (E): Admissions procedure, successful completion of Modules K, F, P, ITS-P & ITS-D
- Module Exam (M): Presentations, Defense of MA Thesis and discourse in class
- Requirements to pass Learning Events: Participation, Presentations, Critical Feedback in Exams



The students are able to:

**Self-competence**

- have the ability to present an own convincing concept with a unique personal style in front of an audience
- be insightful about areas for further development
- widen and ground the professional perspective
- deal with Examination stress in a positive way, that allows new learning
- open up for valid professional perspectives
- prepare for the Exams in a productive way, considering time and contextual frames
- have the ability to sustain self confidence, passion and curiosity in challenging public situations
- be attentive to the ethic responsibilities and put the Exam situation into a healthy competition
- take constructive criticism and learn from it as a professional

**Professional competence**

- take the common Expressive Arts theories a step further, lead by innovative thinking based on practice as an artist and a professional
- be open for a professional discourse
- challenge one's own perspective, be open to new perspectives and make adequate transfer to your own context
- lead a theoretical discourse with clarity
- deconstruct tacit knowledge in an appropriate way
- construct theoretical models and be able to distinguish between them
- recognize the value of theory, find one's own theoretical reference point and continue to be inspired by others
- be respectful to the primary resources and history of the field
- being able to formulate essential questions that encourage further enquiry

**Social competence**

- interact with faculty and peers in a productive and honest way, that allows further questioning, reflection and learning
- use the Exam situation for strengthening solidarity
- explore team coaching in both roles, as a coach and as a coachee
- present him/herself from an advanced position in a collegial and curious way
- offer his/her knowledge and skills to peers and the community
- be supportive in terms of an aesthetic responsibility
- deal with closeness and distance within the context of Exams
- ask for help when needed in order to reach the maximum of ones potential



**Methodical competence**

- make a presentation by applying Expressive Arts methods and didactics
- integrate critical feed back to improve performance by using the Work Oriented Method
- consider aesthetic aspects and Aesthetic Responsibility
- present in a clear and logical way and engage the audience by providing an exploratory space
- lead a discourse that furthers research
- have the ability to present with a unique personal style in front of an audience
- demonstrate an integration of the method while seeing limitations and options
- demonstrate the use of resource and solution oriented language skills in a discourse